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Reality check for green jobs in the forest sector: Global outreach to future leaders through joint EFI- IFSA-IUFRO research and capacity development

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Outline

Part 1: About the project

- The Green Jobs project: goal and objectives
- Research approach

Part 2: Preliminary results

- Changes in forest sector and implications
- Future trends and changing role of foresters
- Conclusion

Innovative cooperation (in-project)



Funded by:



Overall goal

Global student networking, capacity building and research on employment in the forest sector including green jobs

Project objectives

- Providing insight into the future labour market through analysis of the development of employment in the global sector
- Facilitating global networking amongst young generation of forest leaders
- Developing capacities of current forest students and young scientists

Project activities

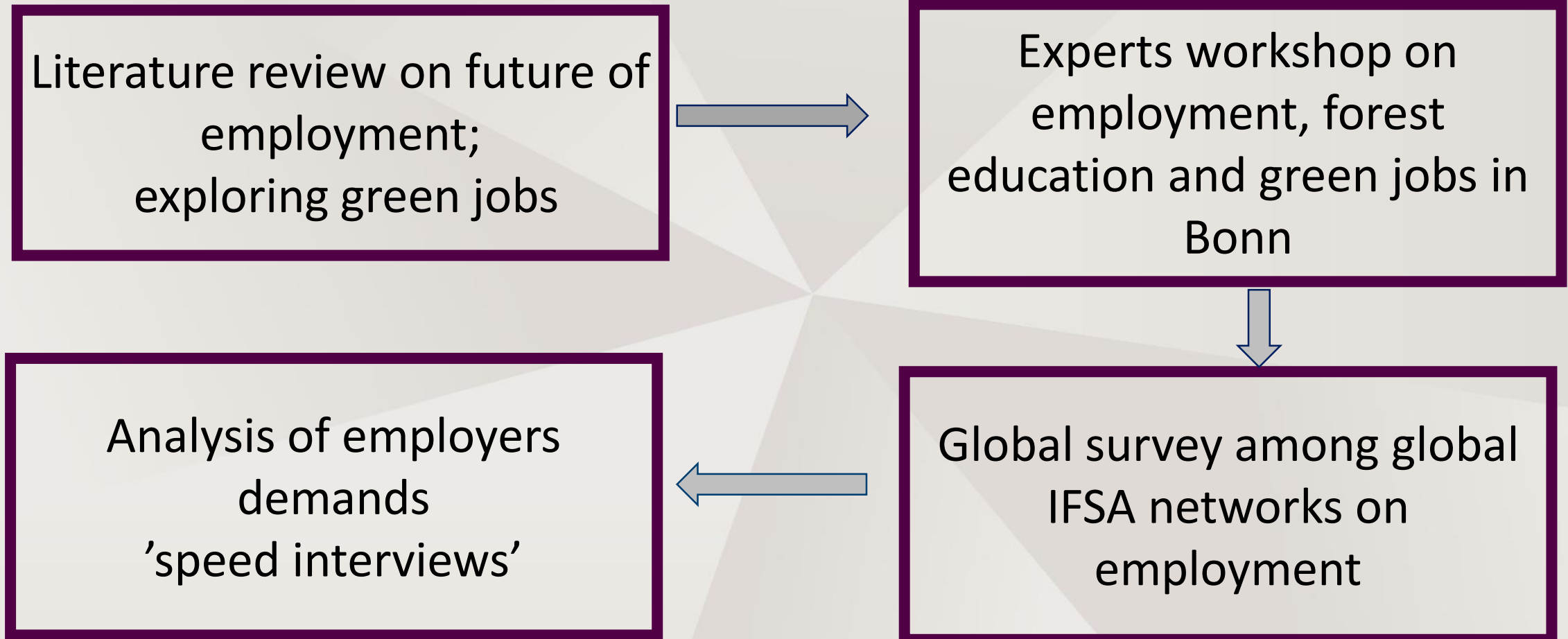
Capacity building and networking

- Targeted at students and recent graduates
- Provide unique opportunities to gain skills and competencies aligned with the current labour market needs
- Traineeship programme
- Young Scientists Initiative

Research: the future of employment in the forest sector

- Analyse employment trends and competence needs as identified by the job seekers and employers with a special focus on green jobs
- Focus will be on jobs available and desired by tertiary level students

Our approach



Preliminary results

Definitions

Forest sector



Green job?

Forest sector workforce



Skills and competencies?



Changes in the forest sector and implications on employment

Drivers:

- Globalization – restructuring of value chains
- Technology

- Demography
- Urbanization

- Societal demands on forests
- Changes in forest governance

- Climate change
- Biodiversity

Likely outcomes:

- Continued decline of total workforce

- Probably buffered by new work linked to environmental goods and services

- Changed occupational profiles + composition

- Many new jobs based on forests but not necessarily forestry jobs (conservation, education, health, tourism ...)

- Need for new skills and competencies

More changes in the forest sector

- More jobs in the private sectors and NGOs compared to government sectors
- Some jobs are no longer under the forest sector
- Mobility of forest professionals
- Some areas are more attractive than others
- Contracting of forest operations to service providers
- Forestry can't exist in isolation-close association with biologists, engineers, economists, business administration and public administrators

Changing role of foresters

1990s	2000s	Present
'Closed' minded foresters	Foresters interact with the society: working with people more than trees	Dynamic foresters (Social skills and technology savvy-biomaterials, biotechnology and information and communication)
Forestry professionals resolved conflicts without reference to the society	More public participation in decision making, with the forester becoming a negotiator	increasing role of non-governmental organizations in advocacy and support to local communities
Foresters applied scientific knowledge as the only way to solve problems	Use of diverse approaches to arrive at solutions	
Gender unbalanced	Women preferred tasks that require more precision	Promotion of gender equity (management level?)

Changing roles of foresters

1990s	2000s	Present
Limited roles of foresters as the sector was 'rigid' with no room for change (Comfort zone dilemma)	Opening up of the sector	Sector no longer isolated and foresters have to keep up with the changes happening in the other sectors (technology, innovation)
-----	Implementors of many international agreements e.g. Paris Agreement, MDGs, SDGs	
Technical forestry courses	Social skills	Use of drones, Data analysis tools, big data, robotics, artificial intelligence
		Decent jobs and opportunities

Students perspectives on skills and competencies required by a forestry professional

Global Outlook on Forest Education Study

Country	Main gaps, generic competencies	Main gaps, subject specific competencies
Austria	negotiation skills, legal affairs	wildlife management
China	communication skills, adaptability, ability to learn, teamwork, and negotiation, personal development	management and economics
Colombia	accuracy and diligence, new methods of learning	
Iran	teamwork skills	new (regional) forest management systems, afforestation

Students perspectives on skills and competencies required by a forestry professional (II)

Global Outlook on Forest Education Study

Country	Main gaps, generic competencies	Main gaps, subject specific competencies
Finland	leadership and management	
Mexico	extra-curriculum activities	(entrepreneurship)
South Africa	leadership, oral presentation	economics and business
Sweden	communication, internship	economics
USA	communication, interdisciplinary interactions	

Conclusion

- With time the academic forest workers will be affected by the changes in the sector
- Need to attract young people to the sector (continuity of the sector)
- Capacity building required
- Uniform guidelines for data collection on employment in the sector
- Key areas to focus on: New occupations and the contribution of social, economic and environmental factors to green jobs?
- Diversity in forest sector employment: gender and composition?
- Concept of green, greener and greenest jobs in the sector?

The change to a greener economy offers important opportunities to create decent jobs and create social inclusion, besides leading the global economy to a path of sustainable growth...These changes give an opportunity to change all the shortcomings in the forest sector.

(Forest Europe, 2014)



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*Connecting
knowledge
to action*



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Thank you!

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